



Research Article

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The Effectiveness of using QUAAR Strategy in Enhancing English Creative Writing Skills for Primary School Students in Jordanian Public Schools

Nofah Sameh Almadwadeh

*Dr., Assistant Professor,
Faculty Educational Sciences,
Jerash University,
Jordan*

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Abstract

The purpose of this research was to investigate The Effectiveness of using the QUAAR strategy in Enhancing English Creative writing skills for primary school students in Jordanian public schools. The participants in the present study were two classes of 56 pupils in sixth grade at Madaba Primary School for Boys in Madaba, divided into two groups. The first group (the experimental group) comprised 28 pupils who used the QUAAR strategy. The second group (the control group) comprised 28 pupils taught using the traditional method inside the classroom. The two-group pre-post-test experimental design was administered to assess the Effectiveness of the QUAAR strategy. The study's results revealed that using the QUAAR strategy significantly positively affected the enhancement of English Creative writing skills. The results (preferred by the treatment group) can be attributed to using the QUAAR strategy, all the elements that affected the strategy, and the educational means used. In light of the study's results, recommendations were presented to the relevant authorities and future researchers.

Keywords: QUAAR strategy, English as a foreign language, Creative writing skills

1. Introduction

Teaching has recently faced various changes due to the massive movement in all aspects of life. In modern teaching and learning processes, the focus has shifted from teacher-centered to learner-centered and learning-centered strategies. Literature shows that well-designed practical strategies, including classroom management and instructional design, can contribute to students' achievement, engagement, and participation. They intend to become researchers and self-directed learners and take responsibility for their learning (Ajayi, 2002).

Teachers tend to use effective teaching methods that improve students' ability to express their thoughts and feelings through writing, according to (Al Bajalani, 2018), a requirement to improve teaching strategies, as evidenced by the lack of student development in writing at both the primary and secondary levels. Indeed, students have proven to be weak writers because teachers prioritize teaching kids the rules of grammar and punctuation separately from teaching students how to write effectively. Although these strategies improve students' language and writing skills, they must be taught the skills necessary to connect with others through language. It constitutes notes, reports,

syllabuses, letters, paragraphs, and articles. In addition, some students read web pages, forums, and blogs through articles. All writing assignments have a communicative goal and a specific audience in mind. On the other hand, the water side of the waterside.

In most cases, the immediate goal of writing is for the teacher to appreciate the written piece. In contrast, the long-term goal of communicating and writing a picture in a given context in English Language Teaching (ELT) is a significant and vital language activity in the classroom. It is an effective technique for strengthening oral language material. In addition, it is essential to provide evidence of student's achievements.

Creative writing could benefit students' motivation because of stories, poetry, journals, diaries, and fiction and nonfiction writing.

Engaging in imaginative writing is enjoyable. Writing creatively helps break up the routine of school. It is like breathing new life into the lecture hall. Students can use it to study the language in a lighthearted way. The most essential aspect is that it raises their spirits. They gain assurance in their ability to express themselves creatively in English. It is the same with the professors, too. They gain tremendous confidence after participating in imaginative writing exercises (Banerjee, 2008).

The QUAAR strategy is based on the premise that it is necessary and possible to develop the educational process to serve all students well and provide them with ways to develop their intellectual potential. Furthermore, the method's design hints at a new vision for education by suggesting that all students, especially those studying complex subjects like mathematics or pedagogy, actively develop their knowledge. According to this approach, the role of educators and educational institutions is not to diagnose and treat students' deficiencies but rather to pinpoint their strengths. From this perspective, the task of teachers and schools is to provide support and materials with which only some students are refining and making further improvements in building knowledge not only by personalizing and using general academic concepts, principles, and processes contributed by others.

A result is a form of education that serves all students for better performance. With this method, students create questions and activities, analyze information, and reflect on what they have learned for practical writing, such as scanning, scanning, and skimming text.

2. The Study Problem

Based on the literature review and the pilot study results, primary school students must enhance their EFL Creative writing skills. Therefore, this research aimed to examine whether teaching the QUAAR technique to elementary school pupils improved their ability to write creatively in English.

2.1 Questions of the Study

The present study attempts to find the answer to the following central question:

1. What is the effect of using the QUAAR strategy in Enhancing English Creative writing skills for primary school students?
2. What is the effect of using the QUAAR strategy in Enhancing English Creative writing skills for primary school students related to Expository Writing?
3. How can implementing the QUAAR technique help elementary school children improve their narrative writing abilities in English?
4. How can implementing the QUAAR method help elementary school children improve their descriptive writing in English?

2.2 Hypotheses of the Study

The following theories will be investigated in this study:

1. Students' mean scores on the post-test for the English linguistic Creative writing skills test,

which measures (expository), (narrative), and (descriptive) writing, were significantly higher than their pretest scores (p.0.01), suggesting that the QUAAR strategy was effective.

2. Students' mean scores on the test section measuring expository accuracy improved significantly between the pre-and post-tests when the QUAAR method was employed, reaching statistical significance at the significance level (0.01).
3. Students' mean scores on the test's section measuring narrative correctness improved significantly between the pre-and post-tests at the level of statistical significance (0.01) because of the QUAAR approach.
4. Students' mean scores on the test section dealing with descriptive accuracy improved significantly between the pre-and post-tests when the QUAAR method was employed, reaching statistical significance at the level of significance (0.01).

2.3 Purpose of the study

The present study aimed at:

- Enhance primary school students' EFL Creative writing skills by using QUAAR strategy activities in the classroom.
- Identify The Effectiveness of using the QUAAR strategy in Enhancing English Creative writing skills for primary school students.
- Measure The Effectiveness of Using the QUAAR strategy in Enhancing English Creative writing skills for Primary School Students.

2.4 Importance of the Research

There are many reasons why the current study is critical:

1. Enhancing primary school pupils' English creative writing abilities through the use of classroom activities based on the QUAAR method
2. Highlighting the value of QUAAR approach activities for improving English creative writing among EFL educators and administrators
3. Improve pupils' overall performance by encouraging them to think critically about issues they face today.
4. Offering an example of how the QUAAR strategy's activities may be implemented to benefit elementary school students

2.5 Limitations

Limitations to the study could include the following:

1. Only public schools in Jordan were included in the analysis.
2. Limited to the students of Madaba Primary School for Boys.
3. The study applied to male students of the sixth-grade students only.
4. The QUAAR strategy was implemented for six weeks in the second semester of 2022/2021.
5. Creative writing was limited to writing an expository essay, Narrative Writing, Descriptive Writing, and Persuasive Writing.
6. Only pre- and post-tests employed in the study were used to obtain data.

The study's results were utterly generalized only to female students because the sample was only male students; females were excluded.

2.6 Definition of terms

QUAAR strategy: In this work, we operationalize the QUAAR method as a process for developing questions, engaging in active drafting, performing critical analysis during revision, and incorporating new knowledge into future writing. It is defined as the abilities needed for students to create high-quality writing in English concerning length (how long it is), purpose, type, content, organization, grammar, word choice, spelling, and handwriting. For this reason, the researcher proposes the following definition: Skills in English as a Foreign Language (EFL) writing can be broken down into the following categories: content, syntax, grammar, word choice, organization, and mechanics.

Creative Writing: Prioritize "creative writing," defined as "imaginative work such as creating poetry, stories, and plays." By definition, creative writing is the process of generating writing for solely aesthetic rather than informative reasons. Writers who engage in creative nonfiction, creative nonfiction, and journal writing are those who engage in creative writing according to the criteria established in this research.

3. Literature Review

3.1 Theoretical Framework

This study is a modest attempt to improve writing problems using the QUAAR strategy. We can say that the QUAAR strategy can be summarized as a process that occurs during the writing steps as follows:

1. Ask questions to {QU} in the prewriting step.
2. Activation of {A} that occurs in the drafting step.
3. Analyze {A} that occurs in the editing step.
4. Reflect {R} that occurs in the propagation step.

Table 1. QUAAR strategy

Prewriting QU Question	During-writing A Activate	During-writing A Analyze	Post- writing R Reflect
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The (QUAAR) is a writing strategy that guides students' understanding by enabling them to demonstrate their ability to determine relevance to a topic, make inferences, and monitor their knowledge through questions that appear before, during, and after writing the text. Having a goal allows students to identify what is essential and is often first determined by the teacher through learning goals (Frank, 2021). After setting the purpose, the teacher develops guiding questions that students will answer as they understand the title of the paragraph. Students sort the questions into two groups and then put the answers along with the written question. So that every question has a solution determined by the researcher

A similar idea has also been expressed by (Singleton Newman, 2009), who argues that different people will have different things to say on the same topic when prompted to write to someone. Knowledge and the ability to think creatively will be displayed if the issue is expanded. Using this method, students are prompted to take a fresh approach to their writing and coursework. As a bonus, it improves students' capacity to integrate their readings into their own creative writing by drawing connections between the characters, settings, and events they encounter.

In terms of its significance, it is a writing strategy that the researcher believes will help and encourage students to comprehend their role as writers and connect with their audience to facilitate comprehension of their ideas and the issues they raise. Students can improve their activation, analysis, reflection, and points and subjects they plan to include with the help of the QUAAR

method. Teachers who employ this method might inspire their pupils to write imaginatively by helping them consider familiar topics and questions from new angles. For these reasons, QUAAR is a useful tool for students to hone their abilities:

- It's a great way to get pupils thinking beyond the box.
- It has numerous applications in many different fields.
- Includes text written from a perspective other than the author's.
- Helps students acquire important writing skills, such as activation, analysis, reasoning, organizing, and ideas

3.2 *Benefits of using the QUAAR strategy*

We can deduce the benefits of using the QUAAR strategy:

Through the level of readiness provided, the learning profile, and the student's interest. Students who need instructional instruction will benefit from being given activation, analysis, reasoning, formula, and subject matter. This helps people zero in on a certain issue and perspective. They are also skilled strategists. Options can be differentiated for QUAAR-trained students. Let them start their own company if you like! As a result, imagination is sparked.

This strategy benefits the student writer by giving them a clear writing structure. When they know the point, They are given an organizational chart to work off of and must make assumptions. Furthermore, the paper's intended audience is made crystal apparent. It also gives them more thoughtful and comprehensive written answers as they explain the learning process. Finally, please encourage them to complete their assignments in a way that allows them to respond to the subject in unique ways.

Teachers can utilize this approach with any subject, not just English, because it inspires them to do their work in a relevant way and encourages them to respond to their students' learning with original ideas. This method also helps students produce and analyze writings from several points of view, which might lead them to discover new connections between ideas and concepts they hadn't considered before.

This strategy aims to produce spoken and written speech for English language teaching in the school. Developing writing skills requires that learners learn how to get ideas, put them together, put them on paper, and refine them into a piece of writing (Umaemah et al., 2016).. Content, structure, linguistic features, vocabulary, and mechanics are all parts of writing. Simple sentences for in-depth articles or texts are part of the writing assignment. It's the method of working with symbols and a well-structured text to form, uncover, and organize one's emotions, convictions, and ideas. To effectively convey the text's intended meaning, the writer must possess specialized expertise that facilitates the organization of ideas, selecting appropriate vocabulary, and developing appropriate product forms. Choi (2005) explained that the difficulty lies in generating and organizing ideas, mainly through the best selection of terms, phrases, and paragraphs, and how to transform your ideas using correct and readable text.

3.3 *Teaching steps*

Because this strategy is based mainly on the question structure, being the leading axis in its content, these powerful questions in the classroom must be prepared in advance. While some teachers may have experience asking questions out of time, many find that such questions have formulation problems, need to be organized into a logical sequence, or do not require students to use the required thinking skills. Bloom's Taxonomy is a framework for organizing different types of cognitive skills into a hierarchical structure, with higher levels of complexity needing knowledge of lower-level ones. However, the instructor doesn't need to be able to label each question as belonging to a given level. This scale was developed to characterize students according to the types of critical thinking skills that instructors emphasize in the classroom (Sarikaya, 2021).

It's also important to specify why we're inquiring. Depending on your end goal, you may need to be more or less specific about the nature of your inquiry. Pick the information you deem crucial rather than fluff. Your questions will serve as a study guide for your students. Don't try to deceive them by highlighting the most favorable article. Pose inquiries that need in-depth explanations or, at the very least, "content" explanations. Questions that may be answered with "yes" or "no" should be avoided unless you want to know if the person is interested in learning more. And don't expect any explanations for your inquiries. Don't settle for implicit answers when trying to solve a class problem. For example: "Don't we all agree that the author of the article exaggerated the dangers of Agent Orange to make his point?" The student will need more encouragement to participate. Make educated guesses at the students' potential responses as you construct your questions. Plan more efficiently by considering whether or not the statement is clear, whether or not the questions are directed toward the objective, and whether or not students will be given the freedom to express themselves on their own terms (Yaacob & Suriyanti, 2016)

Finally, the student must answer because the questions will verify the students' degree of knowledge of the written passage and will also arouse their curiosity. Next, the lovely little teacher discusses the logic book, logic book, logic book, and logic book poster display. This is why different books are sold (10. Rahimi & Zhang, 2021).

3.4 Creative writing skills

One of the most crucial talents you may acquire by studying English is writing, which is useful in almost every profession. Since prehistoric times, the written word has allowed humans to communicate across vast distances and many years. Ancient societies' need for dependable means of transferring information, keeping financial accounts, and keeping historical records undoubtedly led to the development of writing. Zajda (2021) also added that writing is one of the ways to transmit thoughts or ideas to others. Writing is also an essential skill in studying English, which needs excellent investment from the students because being good at writing can help them learn different skills in English more effectively. Besides that, practicing writing skills will help students get acquainted with new types of writing and consolidate their writing skills. He asserted that writing is also the key to success in college and university as students must get foreign language certificates for graduate qualification, and writing is indispensable in such exams. Furthermore, good writing can help students gain excellent jobs in many foreign companies, which need people with high writing skills to help them make contracts or documents in English.

The most compelling argument favoring teaching writing is that it is a fundamental language ability on par with listening, reading, and speaking. Students also need to be familiar with standard writing formats and standards to communicate effectively in various contexts.

Monaghan (2007) has emphasized that teaching writing will include writing strategies, which are ways to impart the knowledge necessary for written discourse conventions, grammatical foundations, and grammar using a wide range of instructional strategies. The ultimate goal of any writing class should be to help pupils develop their full linguistic potential.

Bayak (2021) has described a three-stage pedagogical framework for writing

- Prewriting (outline - previous knowledge that a person has already activated, preparation for writing, the stimulus for writing, recognition of text formatting).
- While composing (thinking of what to say, jotting down notes, beginning with a given sentence, and sticking to the outline).
- After finishing a piece of writing, you should take some time to review it for faults in grammar and spelling, as well as discuss it with your classmates (paraphrase, peer edit).

3.5 Types of Creative Writing Skills

Good writing skills come from practice and knowledge. Different types of writing include expository,

narrative, and descriptive.

1. Expository Writing

Expository writing is a descriptor that exposes or sets forth facts and details "without voicing personal ideas" (Meer, 2016). This type of writing is needed to help students organize and express their thinking.

To Nobahar et al. (2013), students need to be given explicit instructions on how to structure their expository writing, which requires them to engage in critical thinking, explain the rationale behind their proposed solutions in terms of the overarching theme, relevant supporting evidence, clear structure, sequential order, conciseness, consistency, coherence, and fluidity between ideas.

This type of writing is in Textbooks, Journalism (except for opinion and editorial articles), Business writing, Technical writing, or Essays. Expository writing includes definitions, instructions, and directions.

2. Narrative Writing

Narrative writing aims to share an experience, actual or imagined, with the reader. Novels, short stories, novellas, poetry, biographies, hagiographies, and anecdotes are all good places to look for them.

Narratives are meant to take the reader through the author's imagination. The term "narrative" is generic, but it is understood that there are a variety of narrative styles, each with its own characteristics and structure that allow for formal and informal uses (Negri & Ionel, 2012).

3. Descriptive Writing

Descriptive writing aims to help the reader visualize, in detail, a character, an event, a place, feelings, or all of these things at once. Descriptive writing is a written text that gives a reader a mental picture of the subject the writer is exploring about any topic (Sinaga, 2017).

Descriptive writing can be found in Advertising Journals, diary writing, or picture descriptions. It evokes writing through the detailed description.

3.6 Previous Studies

Sinaga et al. (2022) study aimed to examine the process through which middle school educators draft lesson plans for their students. Some people's command of English and comfort in putting their thoughts into writing make it challenging to compose screenplays. Writing instruction in the formative years often uses qualitative descriptive methods, focusing on analyzing student writing and pinpointing the challenges teachers face. The teacher's capacity to boost pupils' writing abilities was determined to be below average in this study. This suggests that middle school pupils' writing skills could be improved and that the instructor faces additional challenges due to the kids' limited language mastery. Overall, this study was tough due to the complex nature of the epidemiological condition and the necessity of understanding instructional writing styles.

De Abreu Malpique et al. (2022) study aimed to inquire about the writing instruction methods, level of preparation, and confidence of a representative sample of educators (n = 310). Results also showed a broad difference in the frequency of writing practice, ranging from 15 minutes to 7.5 hours per week, with the majority of teachers reporting devoting less than three hours per week on average to writing practice in their classrooms. Based on the findings, it appears that teaching process skills like planning and revising should take a back seat to teach foundational ones like spelling. The findings also revealed a decline in the value placed on teaching proper handwriting and the written word. Most teachers surveyed said they only use six of the twenty teaching approaches listed in the poll weekly, with home-school strategies for improving students' writing abilities being the least frequently mentioned. The majority of educators said they feel confident and well-prepared to instruct writing. Teachers' level of preparation and confidence in their writing abilities were significantly and statistically explained by evidence-based practices, teaching fundamental skills, and pedagogical expertise. However, self-sufficiency made a consistently significant contribution when it came to forecasting tactics for bringing typing into the house. Both recommendations for future

research and implications for the classroom are discussed.

Pardito (2022) analyzed the efficiency of the creative writing curriculum guide utilized by high school educators in the Quezon Division. This research analyzed the Effectiveness of the Creative Writing Curriculum Guide across three dimensions: content standard, performance standard, and learning efficiency. The research employed a descriptive method for reporting its findings and a purposive sampling strategy for choosing its participants. Thirty educators were there, all from different secondary schools across the country. The results show that, overall, respondents found the Creative Writing Curriculum Guide to be practical in terms of content standards, performance standards, and learning competencies. However, based on the general weighted average, the performance standards have room for improvement. Five hundred thirty-two secondary school students (44.04%) were found to have achieved a passing grade. The following difficulties surfaced throughout the interview: inadequate assignments and activities, inadequate and confused educational materials, and inadequate time; there is no teacher's manual, not enough classrooms, computers, books, or librarians, and no one is keeping tabs on how well the plan is being put into action. There was a strong correlation between teachers' strategies for teaching creative writing, course requirements, student performance expectations, and students' learning ability. In light of this, we should Keep a close eye on how the curriculum guide is being used in the classroom. The findings of this study can be used by the appropriate authorities to guide future efforts to enhance creative writing teaching, the growth of students' learning capabilities, and the development of teachers' professional abilities. If you are a teacher facing difficulties with creative writing instruction, you might find the suggested teaching helpful guide.

Kayaalp et al. (2022) study focused on how students' academic performance and their ability to self-regulate their writing are affected by engaging in writing-based learning activities. Sixty-four eighth graders from two courses at the same high school participated in this study, which used a quasi-experimental design. While students in the control group received instruction per the standard curriculum, those in the experimental group participated in various writing tasks designed to improve their writing skills. It was determined that an IQ test, a writing sample designed to gauge the student's ability to self-regulate, and a detailed evaluation guide would be necessary to collect the necessary information. Pupils in the application group had higher academic accomplishment and self-regulation skills than students in the control group. The experimental group also showed improvement over time in reviewing, arranging, categorizing, and organizing the material they gained and presenting it as a new product with their language. Students in the control group could have been more enthusiastic about the writing-to-learning activities. The writing-to-learning approach is considered a viable alternative for efficient and high-quality educational practices because of its beneficial impacts on the learning process.

Yang's (2022) paper aims to evaluate how much students' creative writing and technical writing abilities have improved after they began using digital tools for instruction. This study argues that creativity and the ability to write effectively are two of the most sought-after qualities in a creative writer. The fundamental components of creativity include aplomb, adaptability, novelty, and elaboration. These imaginative frameworks can be traced back to Torrance's work. Pupil evaluation of writing ability focuses primarily on narrative and language. Sub-categories of "narrative components" include "concept" and "background." Subscales of language include content, grammar structure, punctuation, and spelling. This study employs both online and offline instructional strategies. In this study, we create an unequal comparison group. We use the rubric as a scoring guide to determine how well someone has done. Improvements in student performance have been achieved with the use of this registration manual. A total of 58 students from a local elementary school were included in the study. Out of the total number of students in each class, 28 from Group A and 30 from Group B were chosen as participants. If the experimental group outnumbers the control group in terms of creativity after being exposed to digital instruction, this approach clearly raises students' creativity levels. The experimental group outperforms the control group regarding writing ability due to digital teaching; thus, digital teaching improves students' writing abilities. We presented a Chaotic Grasshopper

Optimization algorithm based on Support Vector Machines for using digital tools to educate students about creative writing in the age of big data. When compared to the other three methods, the accuracy rate of the SVM-Chaotic Grasshopper Optimization method is the highest. Compared to other methods, SVM-CGO (the second option) has a quick turnaround time for execution. As a result, we evaluated how using digital technologies in the classroom affected students' ability to think creatively and express themselves in writing.

Martinez et al. (2020) investigated research on using process writing to help students improve their paragraph-writing skills. The participants were twenty-five young adults ranging from 19 to 34 years old. Students went through four lessons. The research equipment consisted of a pre-and post-test to collect and analyze information. This research followed the framework of the action research paradigm. The results showed that process writing is conducive to more vital writing skills, resulting in more organized and structured paragraphs.

Koc et al. (2020) explored the use of augmented reality to develop students' performance in writing an expository text. The design of the study was quasi-experimental. The sample consisted of forty-eight students from two classes of high school students with a B1 level of English proficiency. Forty-eight students were split evenly between an experimental group and a control group. The instruments used to gather the data were pre-post-tests and an AR-based Writing Perception Scale. Pretests of writing tasks were initially administered to both groups. Then, the experimental group studied by using augmented reality. The results were collected via a questionnaire. Afterward, both groups took the post-test, statistically analyzed through an independent sample t-test. The statistical analyses yielded significant differences in the writing scores between the groups. The results showed that the student's perceptions of augmented reality were positive and increased students' motivation.

4. Methodology

This section provides a detailed description of the study methods. It describes the design of the study, the participants, and the instruments with the statistical analysis. Additionally, the proposed treatment and the procedures of the study are illustrated. It includes pretesting and post-testing. Finally, it presents the statistical techniques for handling the data in the current study.

4.1 Design

The study was based on a quasi-experimental design, including the experimental and control groups. Two healthy groups were randomly assigned to an experimental group (n = 28) and one control group (n = 28). First, the two groups were tested to determine actual performance in creative writing skills. The QUAAR method was then implemented with the experimental group. The comparison group, on the other hand, was instructed to use the status quo. The experimental and control groups were subsequently tested to determine any potential improvement in their writing skills and to know the effect of using the QUAAR strategy on improving creative writing skills in English.

4.2 Participants

Participants in this study (56 students) were selected from the sixth-grade pupils at Madaba Primary School for Boys in Madaba. Two intact classes were selected in the first semester of the academic year (2021- 2022). The two classes were assigned into two groups: experimental and control.

4.3 Instruments and materials

The following instruments were prepared and used by the researcher:

1. An EFL creative writing skills in English Checklist to determine the most important creative writing skills necessary for those students.

2. An EFL creative writing skills test assesses the student's writing level before and after the treatment.

The pre-post exam was designed after reviewing the existing literature on creative writing. Critical reading and writing skills are assessed through a pre and post-test. The exam's last draught comprised three creative writing questions;

1. Expository essay writing
2. Narrative Writing
3. Descriptive Writing

Table 2. Description of Pre-post Test

No.	Questions	Skills	weight	Time Allotted
1	Question One	Expository essay writing	25	
2	Question Two	Narrative Writing	25	
3	Question Three	Descriptive Writing	30	
			80 points	

4.4 Items of the test

1. Paragraph
2. Talking about oneself
3. The EFL Writing Skills Scoring Rubric measures the students' written performance on the pre and post-EFL creative writing skills test. The researcher adapted it.
4. A teacher's guide

4.5 Validity

The checklist was submitted to a panel of the jury (12) of university professors and school supervisors specialized in the field of teaching English as a Foreign Language (TEFL) to determine

What weight should be given to each talent, and whether or not the skills recommended for sixth graders make sense?

The jurors pointed out that the checklist was valid, and the skills included were clear and adequate.

To measure the test validity, the creative writing skills were submitted to jurors to evaluate the questions and give their points of view concerning the following criteria:

- The suitability of the test items for the sixth-grade students' proficiency level.
- The appropriateness of the test tasks for measuring the creative writing skills specified.
- The appropriate way of formulating the test items.
- Using the guiding questions to facilitate the writing task.
- Relevance of the selected topics of writing to the syllabus specified.
- The variation of the writing tasks.
- The clarity of instructions.

4.6 Reliability

Cronbach Alpha was used to calculate the reliability coefficient of the test. Results of the reliability coefficient of the creative writing test were estimated and shown in table (3):

Table 3. Estimating the reliability coefficient (α) of the creative writing skills test

Reliability co.	No. of students	Question items	Value of Alfa co. (α)
Total	20	4	0.76

Table (3) reveals that the total creative writing skills Cronbach coefficient was 0.76, greater than $>.05$. This is a high-reliability value and is statistically accepted. This means that the Writing Skills test is considered reliable.

4.7 Test Time

Test time was estimated by calculating the time when each student completed the test and calculating the meantime for the whole group using the following formula:

The sum of time taken by all students $5 + \frac{\text{sum of time taken by all students}}{20}$ minutes for instructions

20

To measure the reliability of the EFL writing rubric in the current study, a sample of student writing tasks ($n=20$) was assessed by two raters using the rubric.

The correlation percentage was then estimated using Cooper's agreement percentage, which is:

$\frac{\text{No. of agreements}}{\text{No. of agreements} + \text{No. of disagreements}}$

No. of agreements + No. of disagreements

Table (4) shows the main coefficient of agreement between the two raters:

Table 4: Reliability of the rubric

No. of indicators of 20 rubrics	No. of agreements	No. of disagreements	Agreement percentage
277	262	15	94.6%

Results in Table (4) indicated that the agreement percentage between the raters is 94.6%, which is considered a high value.

Cooper found that an agreement percentage of less than 70% reflects the poor reliability of the observation tool. The reliability is considered high if the agreement percentage is 85% or more. Thus, the EFL creative writing rubric is reliable and ready for application to the primary sample of the study.

Factors that were analyzed:

This investigation focused on two factors:

- 1- In this case, the QUAAR approach was the independent variable.
- 2- The capacity for imaginative writing was the dependent variable.

5. Results of the Study

This section shows the results of the study presented in terms of hypotheses. Then, statistical processing, data analysis, and their statistical significance are discussed. These results and the main conclusions reached by the researcher as a result of that analysis will be discussed. It also deals with suggested recommendations and ends with suggestions for further research.

The study's results are presented according to the study's hypotheses.

The first hypothesis stated that " **There is a statically significant difference at level (0.01) in the mean scores of the students on the overall English Creative writing skills test including (expository, narrative, descriptive) of the test between the pre and post-tests in favor of the post-test due to the using QUAAR strategy.**

Table 5 displays the results of a Paired Samples t-test used to examine whether or not there was

a statistically significant difference between the experimental group and the control group on the pre and post-tests of creative writing skills.

Table 5. Comparison of the Control Group's and the Experimental Group's Creative Writing Scores Before and After Treatment

Creative writing skills		Application	N	Mean	STD	t. value	Sig
1.	Expository	Pretest	28	11.12	1.67	-10.121	0.00
		Post-test	28	16.9	2.92		
2.	Narrative	Pretest	28	16.25	1.86	-8.346	0.00
		Post-test	28	19.9	2.43		
3.	Descriptive	Pretest	28	11.78	2.00	-7.295	0.00
		Post-test	28	15.9	3.04		
	Total scores of creative writing skills	Pretest	28	39.28	3.91	-13.289	0.00
		Post-test	28	53.56	6.04		

Note that this Table shows the differences in scores of the two groups in creative writing.

The statistical analysis and provided results in Table 5 above show that the experimental group's mean post-test score for creative writing is significantly higher than the pretest score, with a probability value (0.000) lower than the significant level ($= 0.05$). A significant difference exists between the student's scores in the experimental group's pre-and post-test. This indicates that applying the QUAAR strategy to enhance the creative writing skills of the experimental group is in favor of the post-test. The experimental group's average scores on the pre-and post-tests for all measures of creative writing show a statistically significant improvement after receiving the intervention. Explanatory essay writing has the highest mean difference between the pretest and the post-test (5.75), followed by the descriptive (4.28) and then the narrative essay (4.25).

The second hypothesis stated, "There is a statically significant difference at level (0.01) in the mean scores of the students on the part related to expository accuracy of the test between the pre and post-tests in favor of the post-test due to the using QUAAR strategy.

Table 6. Comparing the Expository Writing Abilities of the Control and Experimental Groups before and after Training

Expository essay writing skills		Application	N	Mean	STD	t. value	Sig
1.	Organization	Pretest	28	2.28	0.61	-7.527	0.00
		Post-test	28	3.53	0.61		
2.	Language use	Pretest	28	2.39	0.49	-8.009	0.00
		Post-test	28	3.44	0.69		
3.	Convention/Mechanics of Writing	Pretest	28	2.47	0.65	-7.209	0.00
		Post-test	28	3.69	0.75		
4.	Ideas	Pretest	28	2.08	0.37	-8.402	0.00
		Post-test	28	3.14	0.72		
5.	Creativity	Pretest	28	2.03	0.17	-10.044	0.00
		Post-test	28	3.19	0.67		
	Total scores of expository essay writing skills	Pretest	28	11.12	1.67	-10.121	0.00
		Post-test	28	16.9	2.92		

Table 6 shows a statistically significant difference in the mean expository writing scores of students in the experimental group between the pre-and post-test. The p-value for this difference was 0.000. Students in the experimental group show a statistically significant improvement between their pre-and post-test scores. This suggests that the expository essay writing skills of the experimental group improved with the use of the QUAAR technique. In addition, the experimental group's post-test

scores are much higher than their pretest scores across the board for all expository writing elements. The average difference between the pre-and post-test scores for "Organisation" is 1.25, followed by "Convention/ mechanics of writing" at 1.22, "Creativity" at 1.16, "Using language" at 1.05, and "Ideas" at 1.05, respectively.

The third hypothesis stated that students' mean scores on the test section measuring narrative accuracy improved significantly between the pre-and post-tests when the QUAAR method was employed, reaching statistical significance at the level of significance (0.01).

The hypothesis was tested using a Paired Samples T-Test, with the means and standard deviations of the experimental group's scores on the pre-and post-tests of narrative creative writing skills shown in Table 7.

Table 7. Results from a pre-and post-test on the experimental group's ability to compose narratives about their own lives

	Personal narrative essay writing skills	Application	N	Mean	STD	t. value	Sig
1.	Sequencing	Pretest	28	3.00	0.68	-3.873	0.00
		Post-test	28	3.50	0.51		
2.	Storytelling	Pretest	28	2.28	0.54	-6.540	0.00
		Post-test	28	3.28	0.66		
3.	Internal & and external dialogue	Pretest	28	2.33	0.50	-3.148	0.00
		Post-test	28	2.72	0.60		
4.	Sensory details	Pretest	28	2.22	0.48	-2.907	0.00
		Post-test	28	2.45	0.56		
5.	Ending	Pretest	28	2.39	0.49	-8.402	0.00
		Post-test	28	3.44	0.50		
6.	Convention	Pretest	28	2.94	0.67	-4.802	0.00
		Post-test	28	3.58	0.55		
	Total scores of personal narrative essay writing skills	Pretest	28	16.25	1.86	-8.346	0.00
		Post-test	28	19.9	2.43		

Table 7 displays the statistical analysis, and results show a significant difference between the experimental group's average pre-and post-test scores on the narrative essay writing abilities measure (p-value = 0.000). There are statistically significant variations between the experimental group's pre/post-test scores, suggesting that the QUAAR technique effectively improves the narrative writing abilities of the experimental group. Also, there is a significant difference between the average scores of students' narrative essay skills in the pretest and the post-test of the experimental group in all parts of narrative essay writing in favor of the post-test, and "Finish" has the highest mean (1.05) followed by "Sequence" (0.92). As for "sensory details," it had the lowest average difference (0.23), followed by "internal and external dialogue" (0.39.)

The Fourth Hypothesis stated: "There is a statically significant difference at level (0.01) in the mean scores of the students on the part related to descriptive accuracy of the test between the pre and post-tests in favor of the post-test due to the using the QUAAR strategy.

In order to determine whether or not this was the case, we calculated the mean and standard deviation of the experimental group's descriptive writing test scores before and after the intervention. We used the Paired Samples T-Test (see Table 8).

Table 8. Results from the experimental group's journal-writing assessments

	Descriptive writing skills	Application	N	Mean	STD	t. value	Sig
1	Purpose	Pretest	28	2.44	0.69	-5.000	0.00
		Post-test	28	3.28	0.74		

	Descriptive writing skills	Application	N	Mean	STD	t. value	Sig
2.	Organization	Pretest	28	2.42	0.69	-6.708	0.00
		Post-test	28	3.42	0.73		
3.	Voice	Pretest	28	2.08	0.28	-8.442	0.00
		Post-test	28	3.17	0.74		
4.	Sensory details	Pretest	28	2.06	0.23	-6.808	0.00
		Post-test	28	2.86	0.68		
5.	Convention	Pretest	28	2.78	0.59	-3.953	0.00
		Post-test	28	3.33	0.68		
	Total scores of journal writing skills	Pretest	28	11.78	2.00	-7.295	0.00
		Post-test	28	15.9	3.04		

Table 8 displays the statistical analysis results showing that the experimental group's mean pre-and post-test scores on a measure of descriptive writing ability differed by less than the ethical threshold ($= 0.05$). Students in the experimental group showed a statistically significant improvement between their pre-and post-test scores. This suggests that the post-test favors the experimental group's use of the QUAAR method to improve their journal writing skills. Additionally, there is a statistically significant difference between the experimental group's pre- and post-test average scores on all aspects of Descriptive writing skills. The mean differences between the pre-and post-tests for 'Voice' and 'Establishment' are 1.09 and 1.00, respectively, while the corresponding values for 'agreement' and 'Sensory detail' are 0.55 and 0.80, respectively.

Students' efforts to be detailed in their writing about their emotions led to this finding. They were also writing without restrictions, focusing on developing ideas, strengthening their voices, and expanding their vocabularies rather than following standard procedures.

6. Discussion of the Results

Findings demonstrated a significant difference between the mean scores of the treatment group students in the post-testing, favoring the treatment group students when looking at the total scores of the paragraph writing test. Meanwhile, the results of the sub-skills analysis students' score analysis on the four components of the paragraph writing test revealed that all four components had significantly improved. The overall and component test scores for paragraph writing (paragraph content, sentence fluency, word choice, and sentence extension) showed a statistically significant difference between the treatment and control groups. Paragraph structures, vocabulary, and mechanics), with the post-testing scores favored.

The raw and mean scores were both higher than in the pretesting. This indicates that the ability to write paragraphs has substantially improved. The effect of the QUAAR method in this study can be linked to the remarkable improvement in the treatment group students' paragraph writing skills. As a result of the size effect, the program significantly impacted the development of second-year prep students' paragraph writing skills.

The researcher can attribute these results to the QUAAR strategy to enhance creative writing skills and how creative activities were practical, particularly in expository writing. In addition, students had previous knowledge about how to write an academic essay in their curriculum. Therefore, this result was anticipated because of students' prior knowledge of essay organization, writing mechanics, grammar, and continuous focus during the QUAAR strategy.

The researcher can attribute these results to the lack of literary genres that use figurative, imagery, sensory details, and others in the "English " curriculum. Moreover, using sensory information requires an extensive vocabulary store based on the five senses and the ability to use them harmoniously to create concrete images.

To ensure the results and Effectiveness of using the QUAAR strategy, the researcher also used experimental and control groups. Creative writing results showed significant differences between

the experimental group and creative writing skills. Moreover, the results were identical to the results of the pretest and post-test of the experimental group in both skills. This showed another proof that supported the Effectiveness of using the QUAAR strategy in teaching critical reading and creative writing effectively.

7. Conclusion

Overall, this study set out to determine whether the QUAAR approach successfully increased first- and second-grade students' proficiency in English Creative Writing in Jordanian public schools. The research compared the novel QUAAR strategy with the conventional classroom approach through a controlled experimental design.

The results demonstrated that the QUAAR method significantly improved students' abilities in creative writing, especially in expository, narrative, and descriptive writing. This method was effective not just in enhancing larger, more obvious features like organization and sequencing but also in refining smaller, more subtle features like voice, sensory details, and the communication of internal and external conversations.

Compared to the control group, the experimental group showed significant growth, demonstrating the pedagogical significance of incorporating novel tactics like QUAAR into the classroom. Such methods strengthen students' rudimentary writing abilities and encourage them to write with precision, originality, and assurance.

Educators, curriculum developers, and policymakers should seriously explore incorporating the QUAAR concept more broadly so that kids can access comprehensive and effective means of cultivating and showcasing their creative power. Future academics should investigate the strategy's viability in various classroom settings and student ages.

8. Recommendations

1. EFL educators have a responsibility to inspire their pupils to write imaginatively.
2. The QUAAR strategy for developing creative writing teaching skills for in-service teachers may be adopted subject to any required modifications.
3. The traditional method of teaching is necessary for the new modern education.
4. Teachers must provide students with a safe and non-threatening learning environment that enables them to write English independently and critically.
5. The Ministry of Education in Jordan must emphasize using creative writing early to overcome the weakness of fear of writing.
6. Textbook authors are encouraged to provide exercises and instructions for encouraging creative writing among their pupils.
7. Supervisors should encourage teachers to pay more attention to student's social skills and creative writing skills.
8. Repetition of the current study. It can be repeated on other samples and over a longer time to test its hypotheses further.

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